



## Course-Embedded Internship Summary and Validation Report

Directions: This report should summarize all Course-Embedded Internship Activities that have been recorded in the log forms. You will submit this completed form in your 12<sup>th</sup> course.

- The Internship requires a minimum of 150 course-embedded hours. **Per Dr. Cortez Rutger in Video Conference 9/6/2012, the 150 word reflection per Competency Standard Requirement has been removed due to the inclusion of course embedded logs, weekly and end of course reflections.**

State Competency Standard/ISTE Technology Facilitation Standard	Course Number	Date Completed (Required)	Time Spent on Activity	Description of Activity Reflection (150 words or less describing what you learned from this activity) (Required)	
<b>II.6</b> TF-I, TF-II, TF-V, TF-VI, TF-VII, TF-VIII	EDLD 5306 Concepts of Educational Technology	5/16/2011	15 hrs	Students will complete all parts of each Technology/Leadership self-assessments and thoroughly document the results as required. Students will thoroughly summarize key ideas of each section of their State's Technology Plan and describe their State Technology Curriculum Standards.	
<b>II.6</b> TF-III, TF-IV	EDLD 5301 Research	6/26/2011	10 hrs	Students engage in identifying an action research topic(s) or research question(s) and designing a draft action plan completing a recommended template or format of a blueprint of the action research plan.	
	EDLD 5301	6/26/2011	5 hrs	Students review comments from colleagues and site supervisors and engage in revising their draft action research plan. By the end of Week 5, students should confer with their site supervisor(s) and agree on an action research topic and plan.	
<b>I.1</b> TF-I, TF-IV, TF-V, TF-VI, TF-VIII	EDLD 5333 Leadership for Accountability	6/11/2012	5 hrs	Students create a personal vision of leadership.	
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<b>I.1</b> TF-I, TF-IV, TF-V, TF-VI, TF-VIII	EDLD 5333 Leadership for Accountability	6/25/2012	5hrs	Students demonstrate leadership for accountability by researching best practices, including specific professional development to address a target area and list the strategies and rationale for using each strategy.	



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<b>I.1</b> <b>TF-I, TF-IV,</b> <b>TF-V, TF-VI,</b> <b>TF-VIII</b>	EDLD 5333 Leadership for Accountability	6/10/2012	5 hrs	Students conduct a data-based needs assessment. Based on the areas of need identified, students create a campus action plan to address the needs identified including professional development plans, allocation of resources to support the plan, and any tools needed for school improvement efforts	
<b>I.1</b> <b>TF-I, TF-IV,</b> <b>TF-V, TF-VI,</b> <b>TF-VIII</b>	EDLD 5333- Leadership for Accountability	6/19/2012	5 hrs	Students conduct a data-driven, comprehensive needs assessment using the latest AYP and AEIS data, a multi-year history of this data, and a comparable improvement report.	
<b>II.6</b> <b>TF-VI</b>	EDLD 5344 School Law	11/5/2011	15 hrs	Application of learning by designing a remediation to a situation you would like to improve in your school. In your School-Based Analysis, you familiarized yourself with special education policies in your state and school district. For your Application, you will use this knowledge as you follow a fictional student, Julia, who has just enrolled at your school. You will develop an Individualized Education Program for "Joseph," monitor how her program is implemented in the classroom, and use your knowledge of student rights and school management to make sound decisions when she engages in behavior that calls for disciplinary action. This assignment will require you to use knowledge gained from your lectures and readings, and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. Your final step will be to make suggestions about how management policies and procedures for special education students at your school can be improved. In all instances, you are expected to cite relevant law and/or policy that you used to formulate your answers.	
<b>I.3</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5345 Human Resource Mgt	7/24/2011	5 hrs	Students review Chapter 247 of the Texas Administrative Code, "Educators' Code of Ethics," conduct observations and/or interviews in your school, and use the results of those observations interviews to complete the "Code of Ethics Mind walk."	
<b>II.6</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5345 Human Resource Mgt	7/24/2011	5 hrs	Students conduct an interview with an administrator at their school regarding strategies for recruiting and retaining high-quality teachers and administrators.	
<b>II.6</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5345 Human Resource Mgt	7/26/2011	5 hrs	Students access the policies and procedures in place in their district related to teacher mentoring programs by accessing the district's webpage or contacting district Human Resources Office and reflect on the policies in place for mentoring induction.	
<b>II.6</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5345 Human Resource Mgt	7/26/2011	5 hrs	Students complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at their campus or workplace, and identify and describe where and how their campus has responded to each of the elements of Cultural Proficiency	
<b>I.2</b> <b>TF-V</b>	EDLD 5326 School Community Relations	9/16/2011	5 hrs	Students develop a plan for a family-school-community partnership(s) to increase student achievement	



<b>I.2</b> <b>TF-V</b>	EDLD 5326 School Community Relations	9/16/2011	5 hrs	Students develop a presentation to be given to key stakeholders in their school that emphasizes the importance of parental-community involvement to student achievement.	
<b>I.2</b> <b>TF-I, TF-II,</b> <b>TF-III, TF-V</b>	EDLD 5363 Video Technology and Multimedia	12/16/2011	15 hrs	Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.	
<b>III.8, III.9</b> <b>TF-I, TF-V,</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5362 Information Systems Management	4/12/2012	6 hrs	Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology.	
<b>III.8, III.9</b> <b>TF-I, TF-V,</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5362 Information Systems Management	4/29/2012	5 hrs	Students will evaluate and analyze a school district's Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training.	
<b>II.4, II.5</b> <b>TF-II, TF-III,</b> <b>TF-IV, TF-V</b>	EDLD 5364 Teaching with Technology	3/27/2012	12 hrs	As campus professional development activity, create a wiki-based study group with 3-5 teachers leading and support teachers who analyze data related to student learning , create a lesson using Universal Design for Learning at the CAST Lesson Building at <a href="http://lessonbuilder.cast.org/">http://lessonbuilder.cast.org/</a> , create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.	
<b>I.1.I.2, I.3</b> <b>TF-I, TF-II,</b> <b>TF-III, TF-V,</b> <b>TF-VI,</b> <b>TF-VII</b>	EDLD 5366 Graphics Design and Web Publishing	2/22/2012	12 hrs	Students will collaborate to create a website that addresses digital ethics, design principles, diverse learners, and communication with peers, parents, and the larger community in order to nurture student learning.	